

Virginia Alternative and Alternate Assessments Administrator's Manual



2007- 2008

**2007-2008 Virginia Alternative (VGLA/VSEP) and Alternate (VAAP) Assessments
Important Dates**

2007

- ☐ August 9-10 VAAP Conference for Instructional Leaders
- ☐ August 20 VGLA/VSEP Administrator's Update Workshop Session 1
- ☐ August 21 VGLA/VSEP Administrator's Update Workshop Session 2
- ☐ August 29 VGLA/VSEP Administrator's Update Workshop Session 3
- ☐ August 30 VGLA/VSEP Administrator's Update Workshop Session 4
- ☐ September 10 VAAP Administrator's Update Workshop Session 1
- ☐ September 11 VAAP Administrator's Update Workshop Session 2
- ☐ September 14 VAAP Administrator's Update Workshop Session 3
- ☐ September 18 VAAP Administrator's Update Workshop Session 4

2008

- ☐ January 4 Due Date for Term Graduates VSEP CWC
- ☐ January 14-18 VSEP Fall Scoring Event for Term Graduates
- ☐ January 15-16 VGLA Scoring Training Session 1
- ☐ January 23-24 VGLA Scoring Training Session 2
- ☐ January 29-30 VGLA Scoring Training Session 3
- ☐ February 5-6 VGLA Scoring Training Session 4
- ☐ May - June Regional VAAP Scoring Events
- ☐ May 23 Due Date for Grades 9-12 VSEP CWC
- ☐ May 30 Due Date – 50% of VGLA Scores Entered
- ☐ June 9-20 VSEP Spring Scoring Event for Grades 9-12
- ☐ June 20 Due Date – Remaining 50% of VGLA Scores Entered
- ☐ Beginning July 6 VSEP CWC Returned to School Divisions
- ☐ July 7-25 VGLA Audit Institute
- ☐ August 29 Deadline for Pearson to Receive Requests for VSEP Appeals

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NEW FOR 2007-2008

Carefully review this *Virginia Alternative and Alternate Assessments Administrator's Manual*, the *VGLA*, *VSEP*, and *VAAP Implementation Manuals*, in addition to other related resources identified within and resources provided by your school division. Please pay attention to the following:

Manual Format

- Beginning with the 2007-2008 school year, please use the newly designed *Virginia Alternative and Alternate Assessments Administrator's Manual*. This manual provides information for administrators who have responsibilities for the Virginia Grade Level Alternative (VGLA), Virginia Substitute Evaluation Program (VSEP), and Virginia Alternate Assessment Program (VAAP). It includes the following information:
 - important dates
 - assessment options for students with disabilities
 - roles and responsibilities of school division staff
 - administrator's training outline
 - overview of implementation and scoring guidelines for VGLA
 - overview of implementation and scoring guidelines for VSEP
 - overview of implementation and scoring guidelines for VAAP
 - program forms

VAAP Aligned Standards of Learning (ASOLs)

- The VAAP Aligned Standards of Learning, organized by content area and reporting categories, are located in the *VAAP Implementation Manual*, Appendix B, and the Virginia Department of Education's Web site:

www.doe.virginia.gov/VDOE/Assessment/home.shtml

- The Reading ASOLs have been re-coded to distinguish between the two reporting categories. The abbreviation "E-RW" identifies Reporting Category 1, *Use word analysis strategies and information resources*. The abbreviation "E-RC" identifies Reporting Category 2, *Demonstrate comprehension of printed materials*.
- The History and Social Science ASOLs have been re-numbered within each of the reporting categories: History, Geography, Civics, and Economics.

Collection of Evidence (COE)

- Beginning with the 2008 Spring Administration, items submitted in the COE and CWC may have the newly designed *Student Evidence Identification* (SEI) tag:

STUDENT EVIDENCE IDENTIFICATION (SEI) TAG	
<input type="checkbox"/> VGLA	<input type="checkbox"/> VSEP
Content Area: Mathematics	
SOL: 8.14	
Bullet: b	
Inferred:	Demonstrated:

VAAP STUDENT EVIDENCE IDENTIFICATION (SEI) TAG	
Content Area: Mathematics	
SOL: 8.14	
Bullet: b	
Inferred:	Demonstrated:

NOTE: 2007-2008 will be considered a transition year and both SEI tags and DIS stickers will be acceptable for VGLA, VSEP, and VAAP.

The SEI tags may be ordered from Pearson via PEMSolutions and downloaded from the Virginia Department of Education's Web site at:

www.doe.virginia.gov/VDOE/Assessment/VSEP/SEITemplate.doc

Virginia Grade Level Alternative (VGLA)

Participation of LEP Students in the VGLA

- LEP students in grades 3-8 who are classified at level 1 or level 2 of English language proficiency may participate in the VGLA assessment for the reading test only.

Virginia Substitute Evaluation Program (VSEP)

Participation Guidelines

- Students are not allowed to participate in the VSEP and the regular SOL assessment for the same subject area test during the fall or spring administrations.

Course Work Compilation (CWC)

- Tests in a multiple-choice format are not allowed as evidence.

Virginia Alternate Assessment Program (VAAP)

Documentation Forms

- The VAAP ASOL Planning Sheet has been replaced with a newly designed *VAAP Content Area Cover Sheet* (Appendix C). This cover sheet should be included for each content area submitted within the student's Collection of Evidence (COE).
- Provide only one signed *Affidavit of Student Performance* for the entire VAAP COE (Appendix C).

1. USE OF THIS MANUAL FOR THE 2007-2008 ALTERNATIVE AND ALTERNATE ASSESSMENTS

The Virginia Alternative and Alternate assessments are designed to provide access to state assessments for eligible students with special needs. The *2007-2008 Virginia Alternate and Alternative Assessments Administrator's Manual* describes procedures to be followed for the administration of the following assessments:

- Virginia Grade Level Alternative (VGLA)
- Virginia Substitute Evaluation Program (VSEP)
- Virginia Alternate Assessment Program (VAAP)

This manual is a resource for principals, assistant principals, special education administrators, Directors of Instruction, and Title III Coordinators, as well as the School Coordinator and Division Director of Testing. It is organized into general sections that include information pertinent to VGLA, VSEP, and VAAP and program specific sections. Program specific forms are located in the appendices: VGLA (Appendix A), VSEP (Appendix B), VAAP (Appendix C), and general forms are in Appendices D and E. More detailed information about each assessment is available in the appropriate implementation manual.

2. ALTERNATIVE AND ALTERNATE ASSESSMENTS WITHIN THE STATE ACCOUNTABILITY SYSTEM

The *No Child Left Behind (NCLB) Act of 2001* requires that all students, including those with disabilities, and those with limited proficiency in English, be assessed on statewide accountability measures to determine Adequate Yearly Progress (AYP). For all students with disabilities identified under IDEA, the Individualized Education Program (IEP) team determines how the student will participate in the accountability system. For students identified under *Section 504 of the Rehabilitation Act of 1973* as amended, the 504 committee determines how the student will participate.

In Virginia, students with disabilities have several options for participating in the state accountability system. They may participate in the SOL assessments without or with accommodations in the same manner that non-disabled students participate. Students in grades 3 through 8 with disabilities that prevent them from accessing the SOL test(s) in a content area, even with accommodations, may participate in the VGLA.

Similarly, LEP students who are at level 1 or level 2 of English language proficiency may take the regular SOL reading test with or without accommodations or the VGLA for reading. The LEP team makes participation decisions for eligible students. These decisions must be documented in the *2007-2008 LEP Student Assessment Participation Plan* (Appendix A).

The VSEP is available to students with disabilities who are enrolled in courses with end-of-course SOL assessments and students in grades 9-12 who need the grade 8 literacy and numeracy certification required to earn a modified standard diploma. All students with disabilities participating in the VSEP must meet the eligibility criteria established by the Virginia Department of Education. All participation decisions are the responsibility of the student's IEP team or 504 committee. Students are not allowed to participate in the VSEP and the regular SOL assessment for the same subject area test during an administration.

Under the *Individuals with Disabilities Education Improvement Act of 2004* (IDEIA), P.L. 108-446, and the NCLB, P.L.107-110, students with the most significant cognitive disabilities may be assessed on state-established content standards through an **alternate** assessment. NCLB guidance allows states to address this instructional challenge by developing grade-level state standards that have been "reduced in complexity and depth." This concept is referred to as aligning content level standards. The concept of aligned content level standards for students with significant cognitive disabilities has been addressed in the design and implementation of VAAP. Using eligibility criteria, the IEP team must determine participation in the SOL assessments, VSEP, VGLA, or VAAP.

Table 1. Virginia's Assessment Program Options for Students with Disabilities

Content Standards	Assessment Options	Available to Students
Standards of Learning (SOL)	Regular SOL Assessments without accommodations	Grades 3-8 and EOC tests
	Regular SOL Assessments with accommodations	Grades 3-8 and EOC tests
	Virginia Substitute Evaluation Program (VSEP)/Verified Credit for Standard and Advanced Studies Diploma options (Student submits a Course Work Compilation)	End-of-Course (EOC) tests
	VSEP/Literacy and Numeracy Certification for Modified Standard Diploma option (Student submits a Course Work Compilation)	Grade 8 Reading and Mathematics tests
	*State-approved substitute tests for verified credits or literacy and numeracy certification	EOC tests Grade 8 Reading and Mathematics tests
	Virginia Grade Level Alternative (VGLA) Assessment (Student submits a Collection of Evidence)	Grades 3-8 subject area content
Aligned SOL	Virginia Alternate Assessment Program (VAAP) (Student submits a Collection of Evidence)	Grades 3-8 and Grade 11 Reading, Mathematics, Science, and History/Social Studies subject area content

*Current list of state-approved substitute tests are located at:

www.doe.virginia.gov/VDOE/Assessment/SubTestChart.pdf

Participation of LEP Students in the VGLA

LEP students who are classified at level 1 or level 2 of English language proficiency may take the regular SOL reading test with or without accommodations or participate in the VGLA for reading.

3. SCHOOL DIVISION RESPONSIBILITIES FOR THE ALTERNATIVE AND ALTERNATE ASSESSMENTS

Many school division personnel are responsible for the implementation of the VGLA, VSEP and VAAP. However, the primary staff includes the following:

School Division Staff	VGLA	VSEP	VAAP
Division Director of Testing (DDOT)	X	X	X
Director of Special Education	X	X	X
Director of Instruction	X	X	X
Title III Coordinator	X		
School Coordinator	X	X	X
Course Content Teacher	X	X	
Special Education Teacher	X	X	X
English as Second Language (ESL) Teacher	X		
Related Services Personnel and Paraprofessionals	X	X	X

Before implementing the alternative and alternate assessments, each administrator and coordinator should review this manual to become familiar with the responsibilities of all individuals. A brief explanation of the roles and responsibilities of each of these persons follows.

Division Director of Testing

Each division has designated a Division Director of Testing (DDOT). The DDOT serves as the point of contact between the school division and the Virginia Department of Education and Pearson Educational Measurement. The DDOT has divisionwide responsibility for implementation of the VGLA, VSEP, and VAAP requirements and procedures, and the dissemination of reports.

The DDOT is primarily responsible for the following:

- Assist administrators of special education in communicating information about the VGLA, VSEP, and VAAP to school personnel and parents;
- Work closely with administrators of special education, Title III Coordinators, principals, assistant principals, and School Coordinator to determine schedules, local procedures and guidelines for the return of COEs and/or CWCs to the central office for shipping and/or scoring;
- Ensure that all procedures and guidelines are implemented for submission of *Collections of Evidence* and/or *Course Work Compilations*;
- Coordinate the VGLA and VAAP local scoring events and audits, and related activities;
- Oversee the shipment of VSEP CWC to Pearson for scoring; and
- Disseminate reports required for the alternative and alternate assessments.

Administrators/Director of Special Education

Administrators of special education play a crucial role in interpreting federal and state laws, regulations, and policies, as these relate to the implementation of the VGLA, VSEP, and VAAP. Administrators/directors of special education are responsible for the following:

- Be familiar with IDEIA and NCLB requirements regarding large-scale assessment and communicate these requirements to school personnel, including general and special educators;
- Assist the DDOT to ensure that the VGLA, VSEP, and VAAP are implemented for eligible students with disabilities according to established guidelines;

Virginia Alternative and Alternate Assessments

- In cooperation with the DDOT, identify professional development needs of special education and related services personnel and provide and/or coordinate training;
- Address the professional development and support needs of special education and related services personnel involved in the preparation of the VGLA/VAAP COE and the VSEP CWC;
- Ensure instructional materials are provided for teachers and all other division staff responsible for the implementation of the VGLA, VSEP, and VAAP; and
- Collaborate with Parent Resource Centers or Parent Education and Training Centers (PEATC) to ensure that appropriate training and materials are available to parents.

Director of Instruction

The Director of Instruction plays an integral role in design and implementation of the division's instructional program. In this capacity the Director of Instruction must ensure that all teachers including special education teachers and teachers of LEP students align instruction with the SOL. Special education teachers and teachers of LEP students should be included in divisionwide SOL-related professional development activities and distribution of resources and materials.

Title III Coordinator

The Title III Coordinator must be well acquainted with VGLA requirements and procedures as they relate to LEP students at level 1 and level 2 of English language proficiency. In collaboration with the DDOT and the Director of Special Education, the Title III Coordinator's responsibilities include training, technical assistance, and support for teachers of LEP students as follows:

- Be familiar with NCLB requirements regarding the assessment of LEP students and communicate these requirements to school personnel, including general and ESL educators;
- Assist the DDOT to ensure that the VGLA reading is implemented for eligible LEP students according to established guidelines;
- Identify professional development needs of ESL personnel and provide and/or coordinate training; and
- Ensure that appropriate training and materials are available to parents.

School Coordinator

The School Coordinator is the person designated within each school to serve as the point of contact between the DDOT and the school. The School Coordinator is responsible for ensuring that all procedures required for the VGLA, VSEP, and VAAP are implemented within the school. The School Coordinator may be asked to monitor the development and progress of the COE/CWC to ensure that all SOL/ASOL, as appropriate, are addressed. Any questions the School Coordinator has regarding the VGLA, VSEP, and VAAP are to be directed to the DDOT, Director of Special Education, or Title III Coordinator, as appropriate. Additional responsibilities include the following:

- Disseminate materials to the teachers;
- Ensure teachers have submitted all COEs and CWCs by the school division's due date;
- Package the school's COEs and CWCs; and
- Deliver the school's COEs and CWCs to the DDOT.

School Administrators

It is recommended that school principals and assistant principals do the following:

- Review the alternate assessment requirements of the *Individuals with Disabilities Education Improvement Act (IDEIA) of 2004* and the *No Child Left Behind Act of 2001 (NCLB)*, located at:

www.doe.virginia.gov/VDOE/sess/idearegs.html

- Be familiar with NCLB requirements regarding the assessment of LEP students (refer to the *Limited English Proficient Students: Guidelines for Participation in the Virginia State Assessment Program*), located at:

www.doe.virginia.gov/VDOE/Assessment/home.shtml

- Become familiar with the information contained in the VGLA, VSEP, and VAAP administrator's and implementation manuals;

- Review the list of allowable accommodations for the SOL assessments to exercise the range of options available to students with disabilities and LEP students participating in the state assessment program;
- Review the alternative and alternate assessments' participation criteria to make informed decisions as instructional leader of the school;
- Be familiar with effective instructional practices for students with significant cognitive disabilities;
- Review IDEIA requirements that all students, including those with disabilities, must have access to and show progress in the general curriculum. In Virginia, this refers to curricula based on the SOL for all students;
- Review the contents of the COE or CWC prior to submission for scoring; and
- Ensure that required components are included in each COE and/or CWC and all affidavits are signed.

Teachers of Students Participating in VGLA, VSEP, and VAAP

Teachers of students participating in the VGLA, VSEP, and VAAP play a critical role in implementing instructional programs addressing the SOL or ASOL and assessing a student's performance. The course content teacher is responsible for implementing the VGLA and VSEP guidelines according to the procedures contained in the implementation manuals. The special education teacher is responsible for supporting the instruction of students in VGLA, VSEP, and VAAP by providing effective strategies and adapting materials. Like the course content teacher, the special education teacher/case manager is responsible for implementing the VGLA, VSEP, and VAAP according to the established guidelines.

In general, the teachers' responsibilities include the following:

- Attend local training, as appropriate;
- Write and/or implement the student's IEP/504 Plan (or *LEP Student Assessment Participation Plan*) and provide guidance to the IEP team/504 committee or LEP team regarding the student's current level of abilities and skills. This information is essential to the decision-making process for selecting an appropriate assessment for students;
- Ensure that written parental permission is obtained for the use of photographs and video or audio recordings in accordance with the school division policies and procedures;
- Ensure that the COE or CWC consider the standards being assessed, how the student is taught on a daily basis, and the school personnel who are a part of the student's instruction;
- Ensure that the *Affidavit of Student Performance* for each COE and/or CWC is signed appropriately before submitting to the school coordinator and building administrator; and
- Ensure that the COE or CWC is completed in accordance with the division's established timelines.

Any questions the course content teacher or the special education teacher/case manager has regarding the VGLA, VSEP, and VAAP are to be directed to the School Coordinator.

ESL Teacher

The ESL teacher is responsible for supporting the instruction of eligible LEP students who are participating in the VGLA for the reading assessment by providing effective strategies and adapting materials. The ESL Teacher is responsible for implementing the VGLA reading assessment according to the established guidelines. Any questions the ESL Teacher has regarding the VGLA reading assessment are to be directed to the School Coordinator.

Related Services Personnel and Paraprofessionals

Related services personnel and paraprofessionals are important in the total educational experience for special education students. They may work very closely with teachers to assist students in all phases of learning. Although they may not see all students every day, it is appropriate to include service providers in selecting types of evidence that will be included in the COE or CWC. This does NOT mean the paraprofessional or related services providers design or assemble a COE or a CWC. It DOES mean that the special education teacher may ask for assistance with instructional activities and data collection. Any school personnel who assist with the COE/CWC should sign an *Affidavit of Student Performance*.

Paraprofessionals play a significant role in many phases of instruction, including assisting teachers. Because students should be comfortable in any evaluative setting, enlisting the assistance of paraprofessionals with whom students are familiar is an excellent strategy in collecting evidence. Working as a team, the teacher, paraprofessional, and related services provider can design a COE or CWC that is appropriate for the student and best documents the student's achievement.

4. TRAIN SCHOOL DIVISION PERSONNEL

The Virginia Department of Education and Pearson will provide regional workshops to prepare division-level personnel for implementation of the VGLA, VSEP, and VAAP. The DDOT, special education directors, instructional administrators, and Title III Coordinators, as appropriate, will be trained to provide leadership for these assessments.

Parent training will be conducted through Parent Resource Centers in school divisions. Technical assistance and resource materials will be available through the Virginia Department of Education, Training/Technical Assistance Centers, and Parent Resource Centers.

4.1 Train Division and School Administrators/Program Coordinators

The DDOT and Director of Special Education are responsible for coordinating the training for the division and school-level administrators/program coordinators based on information in the manuals and in other pertinent sources. This training should include the following topics:

- Identifying responsibilities of the School Coordinator, Course Content Teacher, Special Education Teacher, ESL Teacher, and related services personnel and paraprofessionals for implementation of the VSEP, VGLA, and VAAP
- Determining eligibility of students with disabilities for VSEP, VGLA, and VAAP
- Determining eligibility of LEP students for VGLA reading assessment
- Reviewing special accommodations
- Determining the course content to be assessed
- Reviewing procedures for VSEP, VGLA, and VAAP
- Collecting evidence of students' work
- Identifying resources for VSEP, VGLA, and VAAP
- Identifying resources for parents about VSEP, VGLA, and VAAP
- Preparing evidence of students' work for submission
- Inspecting evidence of students' work
- Reviewing the scoring guidelines, procedures, and staff responsibilities for VGLA and VAAP
- Reviewing the VGLA audit process
- Submitting a score correction for VGLA and VAAP
- Requesting a rescore of the VSEP CWC
- Re-submitting a VSEP CWC
- Reviewing and disseminating score reports
- Retaining and disposing of VSEP, VGLA, and VAAP materials according to division guidelines
- Training of teachers and related services personnel and paraprofessionals

4.2 Train Teachers and Other Related Services Personnel

The School Coordinator, the DDOT, Director of Special Education, and Title III Coordinator, as appropriate, are responsible for coordinating the training for the course content teacher, special education teacher, ESL teacher, and related services personnel and paraprofessionals based on information in the manuals and other pertinent sources. This training should include the following topics:

- Identifying responsibilities of teachers and related services personnel and paraprofessionals for implementation of VSEP, VGLA, and VAAP
- Determining eligibility of students with disabilities for VSEP, VGLA, and VAAP
- Determining eligibility of LEP students for VGLA reading assessment
- Reviewing special accommodations
- Determining the course content to be assessed
- Reviewing procedures for VSEP, VGLA, and VAAP
- Collecting evidence of students' work
- Identifying resources for VSEP, VGLA, and VAAP
- Identifying resources for parents about VSEP, VGLA, and VAAP
- Preparing evidence of students' work
- Reviewing the scoring guidelines, procedures, and staff responsibilities for VGLA and VAAP

As applicable to local procedures, training should include the following topics:

- Reviewing the VGLA audit process
- Requesting a score correction for VGLA and VAAP
- Requesting a rescore of the VSEP CWC
- Requesting a resubmission of the VSEP CWC
- Reviewing score reports
- Retaining and disposing of VSEP, VGLA, and VAAP materials according to division guidelines

5. VIRGINIA GRADE LEVEL ALTERNATIVE ASSESSMENT

5.1 VGLA Assessment Description

The Virginia Grade Level Alternative (VGLA) assessment is available for students in grades 3-8 as an alternative assessment for the Standards of Learning (SOL) testing. Students who qualify to participate in the VGLA are required to demonstrate individual achievement of grade level content standards as presented in the SOL test blueprints for the academic content area in which they are being assessed. The *Virginia Standards of Learning Test Blueprints* are located at:

www.doe.virginia.gov/VDOE/Assessment/soltests/

This assessment is only available to students with disabilities and eligible students with limited English proficiency (LEP). LEP students in grades 3-8 who are at level 1 or level 2 of English language proficiency (ELP) may participate in the VGLA for the reading test.

5.2 Components of the VGLA

As an alternative method of assessment, the VGLA consists of the following three components:

❶ Determination of Eligibility

Using VGLA eligibility criteria, the IEP team/504 committee examines how the student with a disability accesses instruction and content and demonstrates the knowledge and skills learned in the general education course being considered for the VGLA. Consideration for participation in the VGLA is by grade level and course. The LEP team must consider the student's level of English language proficiency to determine if the VGLA is an appropriate assessment for the reading test.

❷ Collection of Evidence

Students participating in the VGLA must compile a collection of work samples to demonstrate performance on all *on-grade level* SOL for which they have received instruction.

❸ Affidavit of Student Performance

A signed *Affidavit of Student Performance* must be provided with the COE that ensures the student's sole ownership/authorship of all evidence presented and completed under the supervision of the content area or other school personnel.

5.3 Become Familiar with Special Accommodations

In considering possible participation in the VGLA, IEP team/504 committee members or the LEP team, as appropriate, need to be sure that all possible SOL test accommodations have been examined within the student's program in order to provide access to content and assessment within the specific SOL course. Questions about whether accommodations not listed are permissible for a specific test should be directed to the School Coordinator.

5.4 Determine Eligibility of Students with Disabilities for the VGLA

Typical characteristics of a student recommended for the VGLA include the following:

- enrolled in grades 3-8
- has an IEP/504 Plan (or one is being developed) or *LEP Student Assessment Participation Plan*, as appropriate (Appendix A)
- has a disability that results in an inability to demonstrate knowledge and skill on a multiple-choice test, even when accommodations are provided, or is an LEP student at level 1 or level 2 of English language proficiency
- demonstrates work on SOL that is at grade level

Refer to the *VGLA Implementation Manual*, Section 4.4, for scenarios of students who meet the participation criteria for the VGLA.

For a student to qualify for the VGLA, the student's IEP team/504 committee must answer the three questions below for each content area considered. A response of "No" for any question indicates that the student is **NOT** eligible for the VGLA for a specific content area. **Decisions about participation are made on a test by test basis.**

VGLA qualifying questions for eligibility are as follows:

- 1) Does the student have a current IEP/504 Plan?
☐ Yes ☐ No
- 2) Does the student demonstrate his/her individual achievement of the Standards of Learning content by means other than a multiple-choice test format?
☐ Yes ☐ No
- 3) As a result of a disability, is the student unable to demonstrate his/her individual achievement on the Standards of Learning test for the assigned grade level using available accommodations and/or formats?
☐ Yes ☐ No

5.5 Determine Eligibility of LEP Students for the VGLA

LEP students who are classified at level 1 or level 2 of ELP are eligible for the VGLA in the content area of reading only. Consult with the Title III Coordinator to identify eligible LEP students for the VGLA.

5.6 Determine the SOL Course to be Assessed

The VGLA is available for eligible students by grade level and subject area content as follows:

Grade 3 – Reading, Mathematics, History/Social Science, and Science

Grade 4 – Reading and Mathematics

Grade 5 – Reading, Writing, Mathematics, and Science

Grade 6 - Reading and Mathematics

Grade 7 - Reading and Mathematics

Grade 8 – Reading, Writing, Mathematics, Science, and History/Social Science

Content Specific History – Virginia Studies; United States History to 1877; United States History: 1877 to the Present; and Civics & Economics (The grade level that students are instructed in this content varies.)

NOTE: Only Grades 3-8 reading tests are available to eligible LEP students.

5.7 Procedures for the VGLA

For detailed information about VGLA procedures and guidelines and collecting students' work samples, refer to the *2007-2008 VGLA Implementation Manual*, designed for teachers. This manual is located at:

www.doe.virginia.gov/VDOE/Assessment/home.shtml

5.8 VGLA Scoring System

5.8.1 Overview of Holistic Scoring

A holistic scoring model is used to evaluate evidence. Holistic scoring concentrates on an overall impression of student work, and all the evidence outweighs the individual parts. Holistic scoring involves assessing a student's performance as a whole and determining the most appropriate overall score point. For the VGLA assessment, this means that scorers will review evidence submitted for a particular SOL as a whole, rather than focusing separately on each bullet point. Evidence is evaluated using the scoring tools outlined in Section 5.8.3.

5.8.2 VGLA Scorers

VGLA collections of evidence are submitted to the school division's director of testing and are scored by local scorers using an online score entry system. The local school division has direct responsibility for establishing and maintaining scorers. Each school division should identify a person(s) responsible for supervising, training, monitoring, and maintaining scorers. The Virginia Department of Education will offer in-depth regional training yearly to meet the needs of scorers and to update information regarding the VGLA.

Local school divisions have the discretion of using single scorers or scoring teams of up to five members to score VGLA collections of evidence. Regardless of whether individual scorers or teams are used, school division personnel knowledgeable in the content area of submission must be involved (e.g., a third-grade teacher would best judge a COE submitted for the grade 3 mathematics SOL). Additional scoring team members may be used, and more than one scoring team may be assembled and maintained within a school division.

The DDOT is responsible for ensuring that proper protocol is followed for assembling, rating, scoring, and reporting VGLA entries using the *VGLA Online Scoring System*. Scoring team members are responsible for assigning ratings for submitted evidence following established rubric descriptors in Table 3 of this manual. The scoring team is responsible for ensuring "fair and accurate" ratings of student performance, maintaining confidentiality of submitted collections of student work during the scoring and audit window, and entering results for scored VGLA in the online score entry system. Scoring teams may not discuss submitted evidence, ratings, proficiency levels, or scoring issues outside of the scoring team meeting.

Scoring team members must not use membership on the VGLA scoring team to influence the acquisition of student collection materials. If a scoring team member has provided training or technical guidance to the student and/or teacher in submitting evidence, he/she may not score that particular COE.

5.8.3 Scoring Tools

Four scoring tools have been developed to standardize local scoring efforts. These tools include: the VGLA Scoring Rubric, Scoring Rubric Addendum, Anchor Sets, and general VGLA Scoring Rules.

5.8.3.1 Using the scoring rubric

The VGLA is scored holistically at the standard level. A student must submit evidence of all the skills and knowledge contained in the test blueprint, including sub-skills. Holistic scoring involves assessing a student's performance as a whole and determining the most appropriate overall score point based on the quality of the evidence provided.

Table 2. VGLA Scoring Rubric

Score	Descriptors
0	There is <i>no evidence</i> of the specific Standard(s) of Learning being addressed.
1	There is <i>little evidence</i> that the student has demonstrated the skills and knowledge stated in the Standard(s) of Learning being addressed.
2	There is <i>some evidence</i> that the student has demonstrated the skills and knowledge stated in the Standard(s) of Learning being addressed.
3	There is <i>adequate evidence</i> that the student has demonstrated the skills and knowledge stated in the Standard(s) of Learning being addressed.
4	There is <i>ample evidence</i> that the student has demonstrated the skills and knowledge stated in the Standard(s) of Learning being addressed.

Table 3. VGLA Scoring Rubric Addendum

The rubric is augmented by an addendum to provide further explanation and understanding of the scoring terms.

Descriptor	Detailed Explanation
No Evidence	A score point of “0” may be assigned if the evidence submitted does not show any level of individual achievement for the SOL being defended.
Little Evidence	The collection of evidence provides a minimally sufficient <i>demonstration</i> of the student’s knowledge and understanding of the SOL. The evidence is incomplete and mostly inaccurate, exhibiting only a very basic level of understanding. Overall, the quality of the evidence presented is weak and does not satisfy most of the requirements of the SOL.
Some Evidence	The collection of evidence provides only a partially sufficient demonstration of the student’s knowledge and understanding of the SOL. The evidence may be incomplete or may exhibit major lapses in accuracy. Overall, the quality of the evidence presented does not satisfy many of the requirements of the SOL.
Adequate Evidence	The collection of evidence provides a reasonably sufficient demonstration of the student’s knowledge and understanding of the SOL. Most of the student’s work is accurate and correct, but the performance is not consistent and may be incomplete. Overall, the quality of the evidence presented is appropriate and satisfies many of the requirements of the SOL.
Ample Evidence	The collection of evidence provides a fully sufficient demonstration of the student’s knowledge and understanding of the SOL. Minor lapses in accuracy and completeness may occur, but overall the quality of the evidence presented consistently and appropriately satisfies most of the requirements of the SOL.

5.8.3.2 Anchor sets

An anchor set is a collection of pre-scored, purposefully selected student materials that exemplify each rubric score point. Additionally, subject and grade-specific anchor sets help to illustrate the key concepts described in the rubric. Anchor papers are reviewed by committees of Virginia educators and approved by the Virginia Department of Education. Anchor sets will be distributed and discussed in detail during training.

5.8.3.3 General VGLA scoring rules

Rule 1 Evidence must be student-generated

- If the student work is copied from sources such as the blackboard, texts, or computer, the work cannot be considered in scoring.
- If the student work is based on a take-home test, open-book test, or homework, the work cannot be considered in scoring.
- If the student work includes examples or directions that clearly provide answers for students, the work cannot be considered in scoring.
- If students work is done as part of a group project or assignment, the contribution of the student must be clearly identified.

Rule 2 Evidence must include a correct SEI Tag

- If there is no SEI tag (or DIS sticker), the evidence cannot be considered in scoring.

Rule 3 Evidence must clearly address the accommodations, captions, and grading as appropriate

Accommodations

- If an accommodation has been used in the creation of the evidence, then the accommodation must be documented in the evidence.
- The read-aloud accommodation can only be used in the reading content area for students with disabilities who have been determined eligible by their school divisions using criteria established by the Virginia Department of Education and communicated in the Superintendents' Memorandum Number 235, dated October 27, 2006, *Guidelines for the Read-aloud/Audio Accommodation on the Standards of Learning (SOL) Reading Tests and the Virginia Grade Level Alternative (VGLA) for Reading*.

Captions

- If evidence includes photographs, captions that address the student's individual achievement must be included. Otherwise the evidence cannot be considered in scoring.

Grading

- If the evidence includes work samples such as worksheets, tests, and quizzes, the work samples must be graded by the teacher and correct and/or incorrect answers should be clearly identified. If the information included in the work sample can be verified, the scorers should verify the accuracy of the student's work.

NOTE: The *Standards of Learning Curriculum Framework* may be used as a reference tool during scoring to help scoring teams understand the standards addressed. This resource is available at:

www.doe.virginia.gov/VDOE/CurriculumFramework/

A *VGLA Scoring Worksheet* is to be used for scoring. VGLA scores are recorded on worksheets and entered into the online scoring systems. *VGLA Scoring Worksheets* are available at:

www.doe.virginia.gov/VDOE/Assessment/VGLAWorksheets/indexvgla.htm

5.9 VGLA Audit Process

Audits will be conducted in June and July of each assessment administration year. Pearson will randomly select 10% to 15% of a division's VGLA collections of evidence to be audited. These selected COE will be subject to audits of student evidence and ratings. The purpose of the audit is to ensure that the school division's scoring teams are appropriately applying the scoring rubric to selected student evidence.

Audited COE will be selected during scoring. The DDOT will be notified in writing of the selected collections and the audit date. During the audit period, the DDOT must provide access to all materials used in rating the VGLA to the audit teams on the selected audit date.

Audited entries will be examined to confirm ratings of evidence submitted. A complete official audit report will be provided to the DDOT after completion of the audit process.

6. VIRGINIA SUBSTITUTE EVALUATION PROGRAM

6.1 Program Description

The Virginia Substitute Evaluation Program (VSEP) is an alternative method of assessing students who by the nature of their disability are unable to participate in the regular Standards of Learning (SOL) assessments even with testing accommodations. The VSEP is available to students with disabilities who are enrolled in courses with end-of-course SOL assessments and students in grades 9-12 who need the grade 8 numeracy and literacy certification required to earn a modified standard diploma. The difference between the regular SOL tests and the VSEP is the method of assessment. Students participating in the VSEP are expected to provide evidence of achievement through a Course Work Compilation (CWC) based on the same standards as students taking the regular multiple-choice and direct writing SOL tests.

A student's CWC represents his or her performance and skills attained within a specific subject area addressed in the SOL test blueprints. The VSEP provides eligible students with the opportunity to earn the requisite verified credits for a standard or advanced studies diploma or to meet the requirements of a modified standard diploma through non-traditional means.

6.2 Determine Eligibility of Students for the VSEP

In making the decision regarding participation in the VSEP, all students with disabilities must first be considered for SOL test participation. A student may be able to participate in the SOL assessments with accommodations. Participation in the VSEP should only be considered after SOL participation has been discussed and all possible accommodations have been fully examined. Eligibility decisions must be made on a test-by-test basis and individual basis.

The identification of students to participate in the VSEP is a responsibility of the IEP team/504 committee. In exercising this responsibility, all IEP teams/504 committees are required to use the criteria for participation as outlined below.

The participation criteria are designed to guide teams in identifying the population of students with disabilities who are unable to access the SOL tests even with accommodations. When using these criteria, IEP teams/504 committees should base decisions on current and historical data such as evaluations, school records, parent/teacher input, medical records, etc.

Criteria for participation in the VSEP are as follows:

- The student must have a current IEP or 504 plan.
- The student must be enrolled in a course or have passed a course that has an SOL EOC test and/or the student is pursuing a Modified Standard Diploma and is seeking certification to meet the literacy and/or numeracy requirements.
- The impact of the student's disability demonstrates to the IEP team or 504 committee that the student will not be able to access the SOL assessments even with accommodations and therefore requires a substitute evaluation.
- All accommodations have been considered for use with the student in the course/content submission area.

The IEP team/504 committee decision about participation in the substitute evaluation shall be documented in the student's IEP or 504 plan. All information pertaining to the student's participation in the VSEP shall be maintained in accordance with §22.1-289 of the Code of Virginia and Board of Education Regulations 8VAC20-150-10 (Transfer and Management of Scholastic Records).

6.3 Components of the VSEP

As an alternative method of assessment, the VSEP consists of the following six components:

❶ Intent to Submit a Substitute Evaluation Plan

This form is completed and signed by the student's IEP team or 504 committee. It documents that the student meets the VSEP eligibility criteria, the accommodations considered, and that an alternative method of assessment is justified. The *Intent to Submit a Substitute Evaluation Plan* must be submitted to the Virginia Department of Education.

❷ Evaluation Plan Submission Form

In addition to providing information about the student and the school division, this form describes the assessment evidence planned to demonstrate the student's individual achievement for each SOL on the course test blueprint. The *Evaluation Plan Submission Form* must be submitted to the Virginia Department of Education.

❸ Evaluation Plan Approval/Denial Form

This form documents the Virginia Department of Education's response to the student's evaluation plan for an alternative assessment. The response may be approved, denied, or pending receipt of additional information.

❹ Course Work Compilation

The CWC is a collection of student work that demonstrates individual achievement in course content standards as presented in the SOL test blueprint for the academic content area being assessed.

❺ Course Work Compilation Submission Cover Sheet and Affidavit

The CWC Cover Sheet includes the *Affidavit of Student Performance* that ensures all evidence presented in the CWC is the student's individual work completed under the supervision of the content teacher or other school personnel.

❻ Request to Rescore (as appropriate)

A school division may request a CWC be rescored if the student received a failing score AND there is an agreement between two staff members that it should have received a higher score.

6.4 Become Familiar with Special Accommodations

In considering possible participation in the substitute evaluation program, IEP team/504 committee members need to be sure that all possible SOL test accommodations have been examined within the student's program in order to provide access to content and assessment within the specific SOL course. Refer to Appendix B, Section III, *Allowed Accommodations*, for a list of accommodations that are currently available for use on SOL assessments.

6.5 Determine the SOL Course to be Assessed

If students meet the VSEP participation criteria and receive Virginia Department of Education approval of the course evaluation plan, they may submit a VSEP CWC for the following courses:

End-of-Course content areas

- English: Writing
- English: Reading
- Algebra I
- Algebra II
- Geometry
- Biology
- Earth Science
- Chemistry
- Virginia and United States History
- World History I

- World History II
- World Geography

Grade 8 content areas required for the Modified Standard Diploma

- Reading (literacy assessment)
- Mathematics (numeracy assessment)

6.6 Procedures for the VSEP

For detailed information about VSEP procedures and guidelines and collecting students' work samples, refer to the *2007-2008 VSEP Implementation Manual*, designed for teachers. This manual is located at:

www.doe.virginia.gov/VDOE/Assessment/home.shtml

6.7 Scoring of VSEP CWCs

6.7.1 Required documentation for scoring

The *Evaluation Plan Approval/Denial Form* and the *Course Work Compilation Submission Cover Sheet and Affidavit* (Appendix B) must accompany each student's CWC for scoring. The signed affidavit ensures that the evidence in the CWC is that of only the student. The course content teacher and special education teacher should complete all locally required documentation and organize the CWC according to the *Course Evaluation Plan* (Appendix B, Section III). It is the responsibility of the DDOT to submit the final CWC and required documentation for scoring on specified dates and locations provided by the Virginia Department of Education.

6.7.2 Procedures for reviewing and scoring the CWC

VSEP CWCs are submitted to Pearson for scoring. Pearson scorers are trained to score the CWC against the rubric (Table 4) and rubric addendum (Table 5). Scorers will consist of individuals who are familiar with the course content area being assessed and the characteristics of the submitting students.

Scorers will focus on the content area being assessed and the evidence presented within the CWC. Evidence in the CWC MUST demonstrate the required SOL content identified in the test blueprints for the area being assessed and the level of the student's individual achievement. Refer to the *Virginia's Standards of Learning Test Blueprints* at:

www.doe.virginia.gov/VDOE/Assessment/soltests/

The CWCs are scored in January of each year for term graduates, students expected to graduate at the end of the fall semester, and students who have completed a semester course with an end-of-course assessment. All other CWCs are scored at the end of the school year.

6.7.3 Process for scoring

The scoring process for the VSEP involves the use of a four-point rubric that judges the evidence presented in the CWC as it relates to the standards being addressed.

Table 4. VSEP Scoring Rubric

Score	Descriptors
0	There is <i>no evidence</i> of the specific Standard(s) of Learning being addressed.
1	There is <i>little evidence</i> that the student has demonstrated the skills and knowledge stated in the Standard(s) of Learning being addressed.
2	There is <i>some evidence</i> that the student has demonstrated the skills and knowledge stated in the Standard(s) of Learning being addressed.
3	There is <i>adequate evidence</i> that the student has demonstrated the skills and knowledge stated in the Standard(s) of Learning being addressed.
4	There is <i>ample evidence</i> that the student has demonstrated the skills and knowledge stated in the Standard(s) of Learning being addressed.

Table 5. VSEP Scoring Rubric Addendum

The rubric is augmented by an addendum to provide further explanation and understanding of the scoring terms.

Descriptor	Detailed Explanation
No Evidence	A score point of “0” may be assigned if the evidence submitted does not show any level of individual achievement for the SOL being defended.
Little Evidence	The course work compilation provides a minimally sufficient <i>demonstration</i> of the student’s knowledge and understanding of the SOL. The evidence is incomplete and mostly inaccurate, exhibiting only a very basic level of understanding. Overall, the quality of the evidence presented is weak and does not satisfy most of the requirements of the SOL.
Some Evidence	The course work compilation provides only a partially sufficient demonstration of the student’s knowledge and understanding of the SOL. The evidence may be incomplete or may exhibit major lapses in accuracy. Overall, the quality of the evidence presented does not satisfy many of the requirements of the SOL.
Adequate Evidence	The course work compilation provides a reasonably sufficient demonstration of the student’s knowledge and understanding of the SOL. Most of the student’s work is accurate and correct, but the performance is not consistent and may be incomplete. Overall, the quality of the evidence presented is appropriate and satisfies many of the requirements of the SOL.
Ample Evidence	The course work compilation provides a fully sufficient demonstration of the student’s knowledge and understanding of the SOL. Minor lapses in accuracy and completeness may occur, but overall the quality of the evidence presented consistently and appropriately satisfies most of the requirements of the SOL.

6.7.4 General VSEP scoring rules

Rule 1 Evidence must be student-generated

- If the student work is copied from sources such as the blackboard, texts, or computer, the work cannot be considered in scoring.
- If the student work is based on a take-home test, open-book test, or homework, the work cannot be considered in scoring.
- If the student work includes examples or directions that clearly provide answers for students, the work cannot be considered in scoring.
- If the student work is done as part of a group project or assignment, the contribution of the submitting student must be clearly identified.

Rule 2 Evidence must include a correctly completed SEI tag

- If there is no SEI tag (or DIS sticker), the evidence cannot be considered in scoring.

Rule 3 Evidence must clearly address accommodations, captions, and grading, as appropriate

Accommodations

- If an accommodation has been used in the creation of the evidence, then the accommodation must be documented in the evidence.

Captions

- If the evidence includes photographs, captions that address the student's individual achievement must be included; otherwise the evidence cannot be considered in scoring.

Grading

- If the evidence includes work samples such as worksheets, tests, and quizzes, the work samples must be graded by the teacher and correct and/or incorrect answers should be clearly identified. If the information included in the work sample can be verified, the scorers should verify the accuracy of the student's work.

NOTE: The *SOL Curriculum Framework* may be used to assist scoring teams to understand the standards addressed.

6.7.5 Score reports

Score reports for students submitting a VSEP will be returned to the school division after completion of scoring. Scores will be sent directly to the DDOT. VSEP scores will verify a credit for the course being submitted or provide certification that the student has met the literacy and/or numeracy requirements of the Modified Standard Diploma.

7. VIRGINIA ALTERNATE ASSESSMENT PROGRAM

7.1 Program Description

The Virginia Alternate Assessment Program (VAAP) is designed to evaluate the performance of students with significant cognitive disabilities. The VAAP is available to students in grades 3 through 8 and students in grade 11 who are working on academic standards that have been reduced in complexity and depth. This content is derived from the Standards of Learning (SOL) and is referred to as the Aligned Standards of Learning (ASOLs) located in the *VAAP Implementation Manual*, Appendix B. Individual student achievement of academic skills is the singular focus of the VAAP. Although functional skills such as self care, leisure activities, and domestic skills are important components of educational programs designed for students with significant cognitive disabilities, these skills are **not** evaluated in the VAAP.

Only students with significant cognitive disabilities may be considered appropriate participants for the VAAP. Students participating in the VAAP may fulfill federal participation requirements by submitting collections of evidence for the content areas of only mathematics and reading. In addition, beginning with the 2007-2008 school year, it is the expectation of the United States Department of Education that students with significant cognitive disabilities also submit a COE in the area of **science**. However, science is not subject to the same 95% participation requirement that reading and mathematics are. Finally, the Virginia Department of Education strongly recommends submission of evidence in the area of testing if general education students in the same grade level are being assessed in history and social science.

7.2 Components of the VAAP

The VAAP consists of the following five components:

❶ Determination of Eligibility

Using VAAP eligibility criteria, the IEP team examines how the student with significant cognitive disabilities accesses instruction and content and demonstrates the knowledge and skills.

❷ Use of Aligned Standards of Learning (ASOLs)

The ASOLs are academic standards that have been derived from the SOL. The ASOLs provide students with significant cognitive disabilities with access to cross-grade level SOL content that has been reduced in complexity and depth. Appropriate content level standards have been identified for each content area: reading, mathematics, science, and history and social science.

❸ Collection of Evidence (COE)

Students participating in the VAAP must compile a collection of work samples to demonstrate performance on the ASOL for which they have received instruction.

❹ VAAP Content Area Cover Sheet

The student's COE must include a cover sheet for each content area within the collection.

❺ Affidavit of Student Performance

An *Affidavit of Student Performance* must be completed and provided for the entire COE. The affidavit will ensure that all evidence presented is the student's individual work and was completed under the supervision of the special education teacher or other school personnel.

7.3 Student Eligibility Criteria

Typical characteristics of a student recommended for the VAAP include the following:

- must have a current IEP or one is being developed;
- demonstrates significant cognitive disabilities;
- requires intensive, frequent, and individualized instruction in a variety of settings to show interaction and achievement and is working toward educational goals other than those prescribed for a Modified Standard Diploma, Standard Diploma, or Advanced Studies Diploma.

The IEP team has the responsibility for making the decision regarding participation in the VAAP. In exercising this responsibility, all IEP teams are required to use the criteria for participation outlined above and in the *2007-2008 VAAP Participation Criteria Form* (Appendix C).

7.4 Become Familiar with Special Accommodations

In considering possible participation in the VAAP, IEP team members need to be sure that all possible SOL test accommodations have been examined within the student's program in order to provide access to content and assessment within the specific SOL course. If it is determined that it is not appropriate for the student to participate in the science, pending the United States Department of Education's decision, and/or history/social science assessments, the consequences of this decision must be fully explained to and understood by the student's parent, legal guardian, or surrogate parent and the student.

7.5 Identification of Students for the VAAP

If the student fails to meet one of the criteria (Section 7.3) for participation, the VAAP is not appropriate for this student and he/she must be considered for participation in the SOL assessments, the Virginia Grade Level Alternative (VGLA), and/or the Virginia Substitute Evaluation Program (VSEP). The participation criteria are designed to guide IEP teams in identifying the population of students with significant cognitive disabilities who are unable to be assessed using the SOL tests even with accommodations or the VGLA assessment. **All students, regardless their disability, must be assessed in reading, mathematics, and science, pending the United States Department of Education's decision.** Only the student's IEP team may determine non-participation in the assessments for grades 3 through 8 in the content areas of science, if applicable, and/or history/social science.

When considering students for the VAAP, IEP teams are advised to consider information such as, but not limited to, educational evaluations, psychological reports, teacher observation, etc.

The IEP team decision about participation in the VAAP shall be documented in the student's IEP plan. All information pertaining to the student's participation in the VAAP shall be maintained in accordance with §22.1-289 of the Code of Virginia and Board of Education Regulations 8VAC20-150-10 (Transfer and Management of Scholastic Records).

7.6 Inform Parents about the VAAP

Local school divisions are responsible for informing parents of students with significant cognitive disabilities who qualify for VAAP, communicating how evidence of student achievement will be collected, the types of evidence needed, and the conditions for gathering such evidence. If photographs, videotapes, or audiotapes are to be submitted as a type of evidence, school divisions must obtain written parental consent. Consent should be maintained on file in the school division.

Parent information is available from the Parent Resource Centers, DDOTs, Directors of Special Education, and the Virginia Department of Education, Division of Student Assessment and School Improvement.

7.7 Procedures for the VAAP

For detailed information about VAAP procedures and guidelines and collecting students' work samples, refer to the *2007-2008 VAAP Implementation Manual*, designed for the teachers. This manual is located at:

www.doe.virginia.gov/VDOE/Assessment/home.shtml

7.8 VAAP Scoring System

VAAP COEs are submitted to the DDOT. Scoring takes place in the local school divisions by trained scorers using the *VAAP Scoring Worksheet* and the online scoring system in PEMSolutions. The VAAP Scoring Worksheets are located at:

www.doe.virginia.gov/VDOE/Assessment/VAAPWorksheets/indexvaap.htm

Local school divisions have the discretion of using single scorers or scoring teams to score VAAP COEs. If a single scorer is used, the scorer must have special education experience and content knowledge in the area of the collection being scored. In cases in which scoring teams are used, at least one team member must have content knowledge in the area of the collection being scored and at least one team member must have special education experience. School divisions are not permitted to use persons who have provided training, technical assistance, and/or reviewed VAAP COEs as scorers for the same collections.

7.8.1 Scoring tools

The students' COEs are scored against the VAAP Scoring Rubric presented in Table 6 and the VAAP Scoring Rubric Addendum presented in Table 7.

The SOL articulate the core academic areas of reading, mathematics, science, and history/social science. These standards are organized by grade level to reflect student learning outcomes. Virginia's ASOLs articulate the same core academic areas of reading, mathematics, science, and history/social science for students with significant cognitive disabilities. Aligned standards are organized across grade levels to reflect appropriate student learning outcomes. When a student submits evidence of skills and/or knowledge listed in an ASOL, the following rubric is used to rate the level of student individual achievement.

Table 6. VAAP Scoring Rubric

Score	Descriptors
0	There is <i>no evidence</i> of the specific Aligned Standard(s) of Learning being addressed.
1	There is <i>little evidence</i> that the student has demonstrated the skills and knowledge stated in the Aligned Standard(s) of Learning being addressed.
2	There is <i>some evidence</i> that the student has demonstrated the skills and knowledge stated in the Aligned Standard(s) of Learning being addressed.
3	There is <i>adequate evidence</i> that the student has demonstrated the skills and knowledge stated in the Aligned Standard(s) of Learning being addressed.
4	There is <i>ample evidence</i> that the student has demonstrated the skills and knowledge stated in the Aligned Standard(s) of Learning being addressed.

For detailed information and examples on how to apply the VAAP Scoring Rubric, refer to the *2007-2008 VAAP Implementation Manual*. This manual is located at:

www.doe.virginia.gov/VDOE/Assessment/home.shtml

Table 7. VAAP Scoring Rubric Addendum

The rubric is augmented by an addendum to provide further explanation and understanding of the scoring terms.

Descriptor	Detailed Explanation
No Evidence	A score point of “0” may be assigned if the evidence submitted does not show any level of individual achievement for the ASOL being defended.
Little Evidence	The course work compilation provides a minimally sufficient <i>demonstration</i> of the student’s knowledge and understanding of the ASOL. The evidence is incomplete and mostly inaccurate, exhibiting only a very basic level of understanding. Overall, the quality of the evidence presented is weak and does not satisfy most of the requirements of the ASOL.
Some Evidence	The course work compilation provides only a partially sufficient demonstration of the student’s knowledge and understanding of the ASOL. The evidence may be incomplete or may exhibit major lapses in accuracy. Overall, the quality of the evidence presented does not satisfy many of the requirements of the ASOL.
Adequate Evidence	The course work compilation provides a reasonably sufficient demonstration of the student’s knowledge and understanding of the ASOL. Most of the student’s work is accurate and correct, but the performance is not consistent and may be incomplete. Overall, the quality of the evidence presented is appropriate and satisfies many of the requirements of the ASOL.
Ample Evidence	The course work compilation provides a fully sufficient demonstration of the student’s knowledge and understanding of the ASOL. Minor lapses in accuracy and completeness may occur, but overall the quality of the evidence presented consistently and appropriately satisfies most of the requirements of the ASOL.

7.8.2 Anchor sets

An anchor set is a collection of pre-scored, purposefully selected student materials that exemplify each rubric score point. Additionally, anchor sets help to illustrate the key concepts described in the rubric. Anchor papers are reviewed by committees of Virginia educators and approved by the Virginia Department of Education. Anchor sets will be distributed and discussed in detail during training.

7.8.3 Scoring considerations

The ASOLs, located in the *VAAP Implementation Manual*, Appendix B, for each content area provide students participating in the VAAP with skills and/or knowledge statements. These statements are the expected performance measures used in the assessment component of the program. Instruction in the content area skills contained in these frameworks will be supported by the Virginia Department of Education. When selecting a content area skill to defend in the assessment component of the VAAP, **students must defend only one bullet contained within the ASOLs that have multiple bullets**, as illustrated in the following example.

Example: Selection of an ASOL with Multiple Bullets

The student and teacher select reading ASOL:

E-RC1-The student will demonstrate comprehension of fiction and nonfiction.

- a) Use pictures to make predictions about content.
- b) Retell familiar stories, using beginning, middle, and end.
- c) Discuss characters, setting, and events.
- d) Use story language in discussions and retellings.
- e) Identify what an author does and what an illustrator does.
- f) Identify the topics of nonfiction selections.

In reviewing the content skills and knowledge expressed within the standard, the student and teacher choose to defend the specific bullet:

- a) Use pictures to make predictions about content.*

*Therefore, the student and teacher will be required to submit evidence of individual achievement to defend the ASOL stem, E-RC1 **and** bullet “a,” as stated above.*

The evidence must defend the stem which requires the demonstration of comprehension of fiction and nonfiction **and** the bullet which requires the use of pictures for both types of passages to make predictions about content.

If the selected ASOL does not contain multiple statements/bullets of skills and/or knowledge, the student is expected to defend the ASOL statement in its entirety.

7.8.4 General VAAP scoring rules

Rule 1 Evidence must show individual student achievement.

- If the student work does not show any level of individual achievement with the ASOL being defended, the scorer may assign a score point of “0.”
- If the student work shows the use of hand-over-hand instruction, the evidence cannot be considered in scoring. Hand-over-hand is full physical assistance needed to complete an ASOL. For example, a full physical assist might entail putting your hand on the student’s hand and moving the student’s hand through the action of writing his or her name.

NOTE: Hand-over-hand instruction, although a valid introductory teaching method, does not provide evidence of the student’s performance and cannot be considered during scoring.

Rule 2 Evidence must be student-generated

- If the student work is based on homework, an open-book test, or group work (unless the individual student is clearly identified), the work cannot be considered in scoring.
- If the student work is copied from sources such as the blackboard, texts, or computer, the work cannot be considered in scoring.
- If the student work includes examples or directions that clearly provide answers for students, the work cannot be considered in scoring.
- If the student work is a part of a group project, the work of the student participating in the VAAP must be clearly identified.

Rule 3 Evidence must include a correctly labeled Student Evidence Identification (SEI) Tag

- If there is no SEI tag, the evidence cannot be considered in scoring.
- If the SEI tag is clearly mislabeled, the SEI tag should be corrected and initialed by the Scoring Event Coordinator or designee before it is considered in scoring.

Rule 4 **Evidence must include a completed *VAAP Content Area Cover Sheet* for each content area**

- The *VAAP Content Area Cover Sheet* is not considered evidence and will not be scored.

Rule 5 **Evidence must include a signed affidavit or it will not be scored**

Rule 6 **Evidence must clearly address accommodations, photograph captions, and grading**

- **Accommodations**

If an accommodation has been used in the creation of the evidence, then the accommodation must be documented in the evidence or on the *VAAP Content Area Cover Sheet*.

- **Supports**

If supports have been used in the creation of the evidence, then the supports must be documented in the evidence or on the *VAAP Content Area Cover Sheet*.

- **Captions**

If the evidence includes photographs, captions (descriptive statements of student achievement) must be included, otherwise the evidence cannot be considered in scoring.

- **Grading**

If the evidence includes work samples such as worksheets, tests and quizzes, the work samples should be graded by the teacher and correct and/or incorrect answers should be clearly identified. If the information included in the work sample can be verified, the scorers should verify the accuracy of the student's work.

NOTE: The *ASOL Curriculum Framework* may be used as a reference tool to help scoring teams understand the ASOLs addressed. The *ASOL Curriculum Framework* is available at:

<http://www.ttaonline.org>

7.8.5 VAAP scores

After VAAP scores are entered in PEMSolution, the online system will calculate the student's total score for each content area submitted and use predetermined cut points established by the Virginia Board of Education to assign proficiency levels.

8. ASSIGNING TESTING STATUS CODES

8.1 Testing Status Guidelines

Evidence of student performance is collected and submitted for those participating in the VGLA, VSEP, and VAAP. Testing Status Codes (Table 8) are used to address circumstances that have resulted in incomplete evidence or no evidence being submitted for students participating in VGLA, VSEP, and VAAP. Although student evidence is collected throughout the school year, extenuating circumstances may deem a COE for the VGLA or VAAP or a CWC for the VSEP unscorable. These situations may include, but are not limited to, extended student illness, excessive student absences, and out-of-state transfers. Other issues, such as parent or student refusals, IEP team/504 committee exemptions, etc., may result in a COE or CWC not being submitted.

In these situations, if the COE or the CWC cannot be completed or it is non-existent, the DDOT should assign the appropriate testing status to student evidence based on a consideration of the issues. In cases of extended student absences, medical issues, and out-of-state transfers, building level personnel should **not** assume that a testing status will be automatically assigned. Every effort should be made during available instructional days to collect and submit as much evidence as possible.

A testing status should only be assigned after a careful review of the issues that rendered the COE or CWC incomplete or non-existent. Questions regarding the impact of testing status codes on Annual Yearly Progress (AYP) and accreditation calculations should be referred to: **RESULTSHELP@doe.virginia.gov**.

8.2 Procedures for Assigning Testing Status

- School-based personnel must complete a *Testing Status Assignment Request Form* (Appendix E). This form must be signed by the principal. In addition to the completed form, staff must also provide required supporting documentation:
 - ❖ Official Student Attendance Record
 - ❖ Current IEP Plan or 504 Plan
 - ❖ Student Performance Report
 - ❖ Letter from School Official
 - ❖ Letter/Medical Reports
- The completed form and supporting documentation must be submitted to the DDOT for review.
- If the request is **approved** by the DDOT, the appropriate Testing Status Code (Table 8) should be assigned to the student's COE or CWC and entered in PEMSolutions. When a testing status is entered into the online system, the system will not allow performance scores to be entered for that student's assessment.
- If the testing status for a VAAP or VGLA COE is **not approved** by the DDOT, the COE should be scored during local scoring events. If the VSEP CWC is not approved for a testing status, it should be forwarded to Pearson for scoring by the assigned due date.
- All paperwork and documentation regarding this process should be maintained by the DDOT until final scores have been received and verified. This documentation is subject to audits conducted by the Virginia Department of Education.

Table 8. Testing Status Guidelines for Alternative/Alternate Assessments

TESTING STATUS CODE	DESCRIPTION	SUPPORTING DOCUMENTATION REQUIRED
1 = Absent	Assigned when extended absences are equal to or more than 50% of instructional days and the ability of the student/teacher to collect appropriate evidence has been negatively impacted.	COE or CWC and Official school attendance record documenting student absences.
2 = Exempt by IEP or 504 Management Plan	Assigned in VGLA when a student is exempt from participating in the content areas of Writing, History/Social Science, and/or Science in Grades 3-8. Assigned in VAAP when a student is exempt from participating in the content areas of History/Social Science and/or Science in Grades 3 – 11.	Copy of current IEP or 504 Management Plan documenting exemptions.
4 = Medical Emergency	Assigned when a student has been absent from school equal to or more than 50% of instructional days because of medical issues and returns to school without evidence. This is NOT to include a hospital or homebound stay where educational services continued based on IEP/504 services.	Letter or medical report documenting the nature and extent of the medical issue. and Official school attendance report documenting student absences.
5 = Refusal	Assigned when the parent refuses to have the student participate or when a student refuses to participate in the assessments. It should be noted that when a parent or student refuses to submit evidence, a score of “0” will be assigned for accreditation ratings for the student’s school. Parents should be made aware of the ramifications of non-participation.	Letter from school official documenting the refusal or IEP or 504 Plan documenting the refusal.
7 = Inappropriate Assistance	Assigned when the school division determines that inappropriate assistance was provided and the student evidence was not completed in the presence of school staff or independently by the student.	Letter from school official summarizing the nature and extent of the inappropriate assistance.
9 = Student already passed test	Assigned when a student has already passed the test/assessment during a previous administration.	Student performance report documenting that the student passed the test/assessment in a previous administration.
10 = Other – VDOE Approval	Assigned when a student is not enrolled for an adequate period of time in order to collect evidence. This code is appropriate for out-of-state transfer students enrolled in the school division who have missed 50% of the instructional days in a Virginia school or educational facility. Assigning Testing Status 10 will result in a Student Test Alert that requires resolution by the VDOE Division of Student Assessment and School Improvement. Contact VDOE for assistance with a Testing Status 10 Alert prior to submitting an Authorization to Proceed.	School enrollment information documenting student’s out-of-state transfer status and Official school attendance record.
11 = Other – VDOE Approval	Assigned when other extenuating circumstances exist that are beyond the control of the school division. Assigning Testing Status 11 will result in a Student Test Alert that requires resolution by the VDOE Division of Student Assessment and School Improvement. Contact VDOE for assistance with a Testing Status 11 Alert prior to submitting an Authorization to Proceed.	Letter from school official describing the circumstance and any supporting documentation.

9. PREPARATION OF STUDENTS' WORK FOR SCORING

9.1 Preparing VGLA and VAAP Collections of Evidence

The DDOT is responsible for establishing local procedures for collecting and storing COEs prior to local scoring events. The Virginia Department of Education will provide dates and locations of scoring training to be conducted in each geographic region. Scoring teams from each school division are expected to attend the scoring events in order to learn how to score VGLA and/or VAAP COEs. After attending these training sessions, DDOTs are expected to organize and conduct local scoring events to complete VGLA and/or VAAP scoring. Additional information concerning scoring event requirements, teams, manuals, and scoring guides will be provided to DDOTs at the scoring event training conducted in February and March, 2008.

9.2 Preparing VSEP Course Work Compilations

After the School Coordinator has collected and organized evidence of students' performance, he/she should ensure that a system is in place that will prevent the loss of pages, photographs, or other documents. For the VSEP, Student Evidence Identification (SEI) tags for recording demographic information will be provided to schools before the CWCs are submitted to Pearson for scoring. The School Coordinator or designee must complete the VSEP SEI tags as directed in the cover memorandum. The SEI tags will be provided in February 2008, along with detailed instructions for completion.

If a videotape or audiotape is included in a CWC, it should be securely packaged and labeled and have a SEI tag as outlined in the *2007-2008 VSEP Implementation Manual*. Ensure that the following information is included on the tape:

- student's name;
- student's State Testing Identifier;
- school division name; and
- school division code.

Teachers should obtain parental permission to use videotapes and audiotapes by following the division's policies and procedures. It is not necessary to submit parental permission for videotapes and audiotapes with the CWC.

The students' CWCs are to be shipped to Pearson **between May 21 and May 31, 2008**. It is preferable that the CWCs are returned early within the submission window.

Pearson will provide the DDOT shipping materials for returning materials for scoring. Additional boxes, labels, and ancillary materials may be ordered directly from PEMSolutions at: **VAP@pearson.com**.

Boxes containing VSEP collections should have a large label (sample on the following page) on each shipping carton with the name of the school, the school division, the school division number, the contents of the carton, the number of binders included in the carton, and the name of the DDOT. In addition, the carton should be labeled "1 of ____," "2 of ____," etc.

Sample Carton Label

School Name:	<u>Happy Valley High School</u>
School Division:	<u>Happy Valley School Division</u>
School Division Number:	<u>(677)</u>
Contents:	VSEP CWCs
Number of CWCs:	12
Division Director of Testing:	S. W. Smith
Carton	1 of 3

Pearson will score the VSEP compilations during a scoring event in June 2008. Upon completion of scoring activities, scores will be available with the same frequency and in the same detail as the SOL testing results.

10. REQUEST FOR VGLA AND VAAP SCORE CORRECTION

10.1 Purpose of Score Correction

The purpose of the correction process is to provide an opportunity for divisions to correct errors in score entry **after the VGLA and VAAP score entry window has closed**. VGLA collections are not eligible for rescore, but divisions can request that scores entered incorrectly (that are different from the scores on the *VGLA/VAAP Scoring Worksheet*) be corrected. The *VGLA/VAAP Scoring Worksheets* are located at:

www.doe.virginia.gov/VDOE/Assessment/VGLAWorksheets/indexvгла.htm

Before the VGLA score entry window closes, the scores can be corrected by creating a new test assignment, entering and validating correct scores, and requesting that Virginia Department of Education set the *Do Not Report* flag for the test with incorrect scores. Refer to Section 13 for details on requesting authorization not to report scores.

10.2 Procedures for Requesting a Score Correction

Score corrections can be initiated by the DDOT. The DDOT initiating the request must complete a *Request for Score Correction* form (Appendix D) and provide a copy of the *VGLA* or *VAAP Scoring Worksheets* along with a copy of the *Student Performance Report*.

- All requests for score correction must be reviewed and approved by the school division before being submitted to Pearson. Scores from the worksheet and the Student Performance Report should be compared by two separate reviewers. **A copy of the VAAP or VGLA Worksheet and a copy of the Student Performance Report must accompany the Request for Score Correction form.**
- The school division may choose to accept or deny any request for score correction. A request that is denied by the school division should not be forwarded to Pearson but should be kept on file by the DDOT with the accompanying documentation.
- The DDOT must complete a *Request for Score Correction* form (Appendix D) for an accepted request for score correction. A copy of the completed form, the *VAAP* or *VGLA Scoring Worksheet* and a copy of the *Student Performance Report* should be faxed directly to Pearson. The request must be received by September 19, 2008. The student's new score will be reflected in the regularly scheduled posting of reports within PEMSolutions.

11. REQUEST FOR VSEP RESCORE

11.1 Purpose of the Rescore Process

The primary purpose of the rescore process is to provide an additional step to ensure that the score assigned to the student's VSEP CWC is an accurate representation of the student's achievement. A school division may request that a student's CWC be rescored if the student received a failing score, **AND** there is evidence that the CWC should have received a higher score. Evidence of this requires that at least two division staff members who are familiar with the VSEP scoring rubric review the CWC and agree that it should have received a higher score.

11.2 Procedures for Requesting VSEP CWC Rescore

To request the rescore of a VSEP CWC, follow these guidelines:

- Request to rescore a student's CWC may be initiated by parents or by school personnel.
- Requests for rescore should be considered only if there is substantial evidence that the CWC should have received a higher score. Division staff familiar with the rubric used to score this assessment must review the CWC. All requests for rescore must be reviewed and approved by the school division before being submitted to Pearson. Requests to rescore such collections should be approved by the school division only if the reviewers agree that the CWC should have received a higher score according to the rubric.
- The school division may choose to accept or deny any request for rescore. A rescore request that is denied by the school division should not be forwarded to Pearson but should be kept on file by the DDOT.
- If the school division accepts a request for rescore, the DDOT must notify Pearson by e-mail of the intent to submit a CWC for rescore. Pearson will send an e-mail listing information to be included by the DDOT in this notification.
- The DDOT must also complete a *Request to Rescore* form (Appendix B) and ship it, the student's CWC (including non-paper media), and a copy of the *Student Performance Report* to Pearson. The request must be received by **August 29, 2008**. Pearson will provide shipping labels to the DDOT to ship these CWCs once they have received an e-mail intent to submit a request to rescore.
- Pearson will provide results of the rescoring. If rescoring results in the student achieving a passing score, the student's new score will be reflected in the regularly scheduled posting of reports within PEMSolutions. If the student's proficiency level does not change, the results of the rescore will be communicated to the school division through a faxed memorandum.

12. VSEP RESUBMISSION

The purpose of the VSEP resubmission is to allow a student who failed an initial course evaluation submission to retake/resubmit another VSEP CWC, based on current SOL policies regarding retakes. Students are required to resubmit the entire CWC and to include additional evidence for standards where the scores were not successful.

The VSEP resubmission should include the following information:

- On the *Intent to Submit a Substitute Evaluation Form*, Section IV, Justification Statement, indicate that this compilation is a RESUBMISSION and identify the content area. Provide an overview of the SOL for which additional evidence is being submitted.
- The *Evaluation Plan Submission Form* should address the SOL that received failing or low scores in the original submission.
- In addition to evidence submitted in the original submission, the student must submit evidence that address those standards that received low or failing scores.

VSEP resubmissions are submitted to Pearson for scoring. Only VSEP resubmissions for term graduates are eligible to be scored in January 2008. All other VSEP resubmissions are scored at the end of the school year in June 2008.

13. AUTHORIZATION NOT TO REPORT SCORES FOR THE ALTERNATIVE/ALTERNATE ASSESSMENTS

13.1 Authorization Not to Report

After VGLA, VSEP, and VAAP scores are entered, validated, and submitted into PEMSolution, scores cannot be edited or deleted. In the event that scores need to be edited or deleted, this process is referred to as *Do Not Report*. The procedures outlined below should be followed to initiate and complete this process.

13.2 Procedures for Do Not Report

- Scores that need to be edited or deleted should be brought to the attention of the DDOT.
- The DDOT must complete a *Do Not Report Request Form* (Appendix E), including the rationale and supporting documentation.
- The completed form and supporting documentation should be faxed to the Virginia Department of Education, Division of Student Assessment and School Improvement at (804) 371-8978 for consideration

APPENDIX A

Virginia Grade Level Alternative Forms



APPENDIX A

Virginia Grade Level Alternative

2007- 2008 Participation Criteria for Students with Disabilities Form

DIRECTIONS: To qualify for the Virginia Grade Level Alternative (VGLA) assessment, a student's IEP team/504 committee must determine that a student is eligible based on answering the three questions below for each content area considered. A response of "No" for any question indicates that the student is **NOT** eligible for the VGLA for that content area.

Student Information

Student Name: _____ Date of Birth: _____

State Testing Identifier (STI): _____

Current Grade of Enrollment: _____ Diploma Program(s): _____

Submission Subject/Course: _____

School Division Information

School Division Name: _____ Division Number: _____

School Name: _____ School Number: _____

School Content/Teacher: _____ Date: _____

Virginia Grade Level Alternative Assessment Participation Criteria

1) Does the student have a current IEP/504 Plan or *LEP Student Assessment Participation Plan*?

☐ Yes ☐ No

2) Does the student demonstrate his/her individual achievement of Standards of Learning content by means other than multiple-choice formats?

☐ Yes ☐ No

3) As a result of a disability, is the student unable to demonstrate his/her individual achievement on the Standards of Learning test for the assigned course or grade level using available accommodations and/or formats?

☐ Yes ☐ No

Signed:

_____ Date _____

Course Content Teacher

_____ Date _____

Special Education Teacher

_____ Date _____

Parent

_____ Date _____

Building Administrator or Designee

_____ Date _____

Other

_____ Date _____

Other

2007–2008 LEP Student Assessment Participation Plan (Sample)

DIRECTIONS: To qualify for the Virginia Grade Level Alternative (VGLA) reading assessment, a student's LEP team must determine eligibility for participation based on the student's level of English language proficiency. Students who are considered for the VGLA reading assessment must be enrolled in grades 3-8 and classified as level 1 or level 2 of English language proficiency.

Student Information

Student Name: _____ Date of Birth: _____

State Testing Identifier (STI): _____

Current Grade of Enrollment: _____ Diploma Program(s): _____

Submission Subject/Course: _____

School Division Information

School Division Name: _____ Division Number: _____

School Name: _____ School Number: _____

School Content/Teacher: _____ Date: _____

SOL Content Area	Participation in the VGLA Without Accommodation	Participation in the VGLA With Accommodation (Please list)	Exempted from Participation in the SOL Assessment*
<i>Reading</i>			Reason: LEP student is in the first year of enrollment in a U.S. school.
* <i>Writing</i> (grades 5, 8, and high school)			Reason:
<i>Mathematics</i>			Not Applicable
* <i>History/Social Science</i>			Reason:
<i>Content Specific History</i>			
* <i>Science</i>			Not Applicable

* Students may have only a one-time exemption in grades 3 through 8.

LEP Team Members' Signatures

Course Content Teacher

Date

ESOL Teacher/Title III Coordinator

Date

Parent

Date

Building Administrator or Designee

Date

Parent Informed of LEP Team Decision (if not a member)

Other

Date

Revised 9/15/07

APPENDIX A, continued

Virginia Grade Level Alternative

2007-2008 VGLA Collection of Evidence (COE) Cover Sheet

Directions: *Place this cover sheet at the beginning of the COE to assist in the submission process. The following materials must be completed and provided with the student's COE.*

☐ Affidavit of Student Performance Form

☐ Student Information completed

☐ Signed Affidavit *

** Each educator assisting in the development of the COE must sign the affidavit.*

☐ Appropriate VGLA Scoring Worksheet(s) submitted with collection

☐ SEI TAGS on each piece of evidence

☐ All evidence has been checked to indicate correct and incorrect responses.

☐ Evidence is included for each SOL (and bullet) listed on the blueprint.

ACCOMMODATIONS:

Signed:

Course Content Teacher

Date: _____

Course Content Teacher

Date: _____

Special Education Teacher

Date: _____

Special Education Teacher

Date: _____

Other

Date: _____

Other

Date: _____

Building Administrator or Designee

Date: _____

APPENDIX A, continued

Virginia Grade Level Alternative

2007- 2008 Affidavit of Student Performance

Student Information

Student Name: _____ Date of Birth: _____

State Testing Identifier (STI): _____

School Name: _____ School Number: _____

School Division: _____ Division Number: _____

Content Area Submission: _____

Affidavit of Student Performance

I, the undersigned, do attest that all work contained in this Virginia Grade Level Alternative assessment was performed, to the best of my knowledge, by the student using allowed accommodations as noted in his/her current IEP/504 Plan or *LEP Student Assessment Participation Plan*, and in the presence of a teacher and/or other authorized school personnel.

Further, in compiling this evidence with the student and/or on his/her behalf, I did not:

- fabricate, alter, or modify student work samples, products, or data,
- describe student behaviors that provide a negative image of the student, or
- provide any accommodations/assistive devices that are not documented in the student's IEP/504 Plan and are not a regular part of the student's daily instruction.

Signed:

Course Content Teacher Date: _____

Course Content Teacher Date: _____

Special Education Teacher Date: _____

Special Education Teacher Date: _____

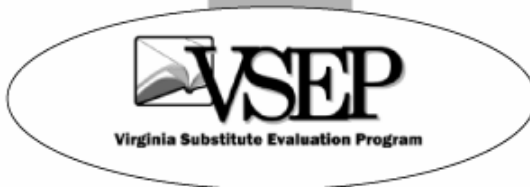
Other Date: _____

Other Date: _____

Building Administrator or Designee Date: _____

APPENDIX B

Virginia Substitute Evaluation Program Forms



APPENDIX B

Virginia Substitute Evaluation Program

2007-2008 Intent to Submit a Substitute Evaluation Form

Directions: A separate *Intent to Submit a Substitute Evaluation Form* is required for each evaluation considered.

Section I: Student Information

Student Name: _____ Date of Birth: _____

State Testing Identifier (STI): _____

Current Grade of Enrollment: _____ Diploma Program(s): _____ Administration: ☐ Fall ☐ Spring

Submission Subject/Course: _____

Section II: School Division Information

School Division Name: _____ Division Number: _____

School Name: _____ School Number: _____

Content/Teacher: _____ Date: _____

YES NO (check yes or no for each statement)

- ☐ ☐ The student has a current IEP or 504 plan.
(Please do not submit the student's IEP/504 Plan.)
- ☐ ☐ The student is enrolled in a course or has passed a course that has a Standards of Learning end-of-course test and/or the student is pursuing a Modified Standard Diploma and seeking certification to meet the literacy and/or numeracy requirements.
- ☐ ☐ The impact of the student's disability demonstrates to the IEP team or 504 committee that the student will not be able to access the Standards of Learning assessment(s), even with accommodations, and requires a substitute evaluation.
- ☐ ☐ All accommodations listed on the following pages have been considered for use with the student in the course/content submission area.

(If **NO** is checked for **ANY** box, the student does **NOT QUALIFY** for the Virginia Substitute Evaluation Program.)

Appendix B, continued

Virginia Substitute Evaluation Program

2007-2008 Intent to Submit a Substitute Evaluation Form

Section III: Allowed Accommodations

Directions: Check each box that corresponds to the considered accommodations as it pertains to the student's program and disability.

TIMING/SCHEDULING —

- ☐ time of day
- ☐ breaks during test
- ☐ multiple test sessions *
- ☐ order of test administration

SETTING —

- ☐ preferential seating (e.g., at the front of the room or in a study carrel)
- ☐ individual testing (one-on-one)
- ☐ special lighting
- ☐ adaptive or special furniture
- ☐ hospital/home/non-school setting

PRESENTATION —

- ☐ Braille *
- ☐ large print *
- ☐ enlarging the answer document
- ☐ reading directions to students
- ☐ simplifying directions
- ☐ interpreting/transliterating directions (e.g., sign language, cued speech) *
- ☐ written directions to accompany oral directions
- ☐ clarifying directions
- ☐ reading of test items aloud
- ☐ masks or markers to maintain place
- ☐ audio-tape version of test items *
- ☐ interpreting/transliterating (e.g., sign language, cued speech) test items
- ☐ magnifying glass
- ☐ amplification equipment (e.g., hearing aid or auditory trainer)
- ☐ templates

* Special procedures are to be followed for any accommodation accompanied by an (*). Please consult the document *Virginia Department of Education's Procedures for Participation of Student's with Disabilities in Virginia's Accountability System*.

Section III: Allowed Accommodations (continued)

PRESENTATION —

- ☐ reading test items aloud on the English: Reading test *
- ☐ using audio-cassette version of the English: Reading test *
- ☐ interpreting/transliterating (sign language, cued speech) test items on the English: Reading test *

RESPONSE —

- ☐ student marks booklet and teacher/proctor transfers answers to answer sheet *
- ☐ student responds verbally, points, or indicates an answer and teacher/proctor marks answer sheet *
- ☐ abacus
- ☐ arithmetic tables
- ☐ braille *
- ☐ large diameter/special grip pencil
- ☐ word processor *
- ☐ typewriter *
- ☐ augmentative communication device *
- ☐ spell check (including spell checkers)
- ☐ spelling dictionary (does not include a dictionary with definitions)
- ☐ tape recorder (only for pre-writing activity to tape response for English writing test)

RESPONSE —

- ☐ dictation to a scribe (writing sample component of the English writing test only) *
- ☐ use of a calculator with additional functions to those routinely supplied to all students

* Special procedures are to be followed for any accommodation accompanied by an (*). Please consult the document *Virginia Department of Education's Procedures for Participation of Student's with Disabilities in Virginia's Accountability System*.

Appendix B, continued

Virginia Substitute Evaluation Program

2007-2008 Intent to Submit a Substitute Evaluation Form

Section IV: Justification Statement

In the space below please provide a justification statement and reference documentation as to why the IEP team/504 committee has determined that the impact of the student's disability prevents access to the Standards of Learning Assessments even with accommodations (i.e., psychological evaluation 10/03, medical report 10/03, teacher observations, testing accommodations, etc.). (Section 4.1)

Signed:

_____ Date _____
Course Content Teacher

_____ Date _____
Special Education Teacher

_____ Date _____
Parent

_____ Date _____
Building Administrator or Designee

_____ Date _____
Other

APPENDIX B, continued

Virginia Substitute Evaluation Program

2007-2008 Evaluation Plan Submission Form

Section I: Student Information

Student Name: _____ Date of Birth: _____

State Testing Identifier (STI): _____

Current Grade of Enrollment: _____ Diploma Program(s): _____ Administration: ☐ Fall ☐ Spring

Submission Subject/Course: _____

Section II: School Division Information

Division Name: _____ Division Number: _____

School Name: _____ School Number: _____

School Content/Teacher: _____ Date: _____

Signed:

Course Content Teacher Date _____

Special Education Teacher Date _____

Appendix B, continued

Virginia Substitute Evaluation Program

2007-2008 Evaluation Plan Submission Form

Section III: Course Evaluation Plan

Standard (s) Assessment	Description of Planned Evaluation Method or Product
Example: Biology Bio. 1, Bio. 2	Videotape of John conducting an experiment dealing with DNA and cell theory involving observation, hypothesis, defining variables, data analysis, error calculation, validity, models, and conclusions using research and technology and examining alternate theories or causes.

Use as many pages as necessary.

APPENDIX B, continued

Virginia Substitute Evaluation Program

2007-2008 Evaluation Plan Approval/Denial Form

Student Name: _____ Date of Birth: _____

State Testing Identifier (STI): _____

School Name: _____ School Division Name: _____

Subject/Course Submission: _____

Administration: ☐ Fall ☐ Spring

Diploma Option: ☐ Advanced Studies Diploma
(*check all that apply*) ☐ Standard Diploma
☐ Modified Standard Diploma

Evaluation Plan: ☐ Approved ☐ Denied ☐ Pending

Review Recommendations:

Signed:

Division of Student Assessment and School Improvement
Virginia Department of Education

Date

APPENDIX B, continued

Virginia Substitute Evaluation Program

2007-2008 Course Work Compilation Submission Cover Sheet and Affidavit

Section I: Student Information

Complete one cover sheet for each content area submission.

Student Name: _____ Date of Birth: _____

State Testing Identifier (STI): _____

School Name: _____ School Division Name: _____

Subject/Course Submission: _____

Administration: ☐ Fall ☐ Spring

Diploma Option: ☐ Advanced Studies Diploma
(check all that apply) ☐ Standard Diploma
☐ Modified Standard Diploma

Section II: Affidavit of Student Performance

I, the undersigned, do attest that all work contained in this Course Work Compilation was performed, to the best of my knowledge,
by the student using allowed accommodations as stated in his/her current IEP or 504 plan and in the presence of a teacher or paraprofessional. In the compiling of this evidence with the student and/or on his/her behalf, **I did not:**

- fabricate, alter, or modify student work samples, products or data.
- describe behaviors that provide a negative image of the student.
- provide any accommodations/assistive devices that are not documented in the student's IEP/504 Plan and a regular part of the student's daily instruction.

Further, I attest that the student will not participate in an SOL test for this course/content during this administration of state assessments.

Course Content Teacher

Date

Special Education Teacher

Date

Building Administrator or Designee

Date

APPENDIX B, continued

Virginia Substitute Evaluation Program

Completed Course Work Compilation Submission Checklist

- ☐ An approved *Evaluation Plan Approval/Denial Form*. (Approved forms are returned to the school division within ten working days of submission to the Virginia Department of Education.)
- ☐ A *Course Work Compilation Submission Form Cover Sheet and Affidavit*. (Include one for each course with all signatures assuring student creation of submissions and compilation matrix.)
- ☐ A *Course Work Compilation* that supports the content area Standards of Learning where the student is seeking an end-of-course verified credit for the Standard or Advanced Studies Diploma, or certification for having met the literacy and/or numeracy requirements for the Modified Standard Diploma.
- ☐ All SOL addressed in the test blueprint have been evidenced in the collection.
- ☐ Accommodations used are documented in the student's IEP/504 Plan.
- ☐ Work samples are graded, and work answers are clearly identified.
- ☐ Each piece of evidence includes a completed SEI tag identifying the SOL, the bullet, and whether the evidence is "Demonstrated" or "Inferred."

Virginia Substitute Evaluation Program

2007-2008 Request to Rescore Course Work Compilation

School Division: _____ Division/School Code: ____ - ____ - ____

Student: _____ Grade: _____

Content Area: _____ Grade: _____

Source of Request: _____ Parent/Guardian _____ Teacher or other Educator

Administration: ☐ Fall ☐ Spring

Date of School Division Review: _____ Date of Request: _____

Total Weighted Score for Appealed Test _____

RESCORE CRITERIA CHECKLIST

Directions: Place an "X" for each of the following applicable criterion that has been met. **BOTH criteria must be met to submit the CWC for rescoring.**

- ☐ 1. This student has received a failing score on the CWC submitted for VSEP.
- ☐ 2. The student's CWC has been reviewed by two staff members within the school division who are familiar with the rubric used to score VSEP compilations. In order to submit the CWC for rescoring, both staff members must agree that the CWC should have received a higher score based on the rubric.

Reviewer #1 _____ Title: _____

Reviewer #2 _____ Title: _____

Summary of reviewers' findings:

Request to Rescore CWC forwarded to Pearson: ☐ NO ☐ YES Date: _____**Signed:**_____
Division Director of Testing_____
Date

For requests to rescore that are approved by the school division, forward a copy of this form with the student's CWC and a copy of the *Student Performance Report* to Pearson using the address labels supplied by Pearson.

REQUESTS FOR RESCORE MUST BE RECEIVED BY AUGUST 29, 2008

APPENDIX C

Virginia Alternate Assessment Program Forms



APPENDIX C

Virginia Alternate Assessment Program

2007- 2008 Participation Criteria Form

DIRECTIONS: To qualify for the Virginia Alternate Assessment Program (VAAP), a student's IEP team must determine that a student is eligible based on answering the questions below for each content area considered. A response of "No" for any question indicates that the student is **NOT** eligible for the VAAP.

Student Information

Student Name: _____ Date of Birth: _____

State Testing Identifier (STI): _____

Current Grade of Enrollment: _____ Diploma Program(s): _____

Submission Subject/Course: _____

School Division Information

School Division Name: _____ Division Number: _____

School Name: _____ School Number: _____

School Content/Teacher: _____ Date: _____

Virginia Alternate Assessment Program Participation Criteria

- 1) Does the student have a current IEP plan (or is one being developed)?

☐ Yes ☐ No

- 2) Does the student demonstrate significant cognitive disabilities?

☐ Yes ☐ No

- 3) Does the student's present level of performance indicate the need for extensive, direct instruction and/or intervention in a curriculum framework based on Aligned Standards of Learning. The present level of performance, or student evaluation, may also include personal management, recreation and leisure, school and community, vocational, communication, social competence and/or motor skills.?

☐ Yes ☐ No

- 4) Does the student require intensive, frequent, and individualized instruction in a variety of settings to show interaction and achievement?

☐ Yes ☐ No

- 5) Is the student working toward educational goals other than those prescribed for a Modified Standard Diploma, Standard Diploma, or Advanced Studies Diploma?

☐ Yes ☐ No

NOTE: Students considered for the VAAP must be enrolled in grades 3-8 or grade 11.

Signed:

Special Education Teacher

Date _____

Parent

Date _____

Building Administrator or Designee

Date _____

Other

Date _____

Other

Date _____

Revised 10/1/07

Virginia Alternate Assessment Program

2007-2008 CONTENT AREA COVER SHEET

Directions: *Include this cover sheet for each content area submitted within the student's Collection of Evidence.*

Student Name: _____

State Testing Identifier (STI) _____ **Grade:** _____

School Name: _____ **School Number:** _____

School Division Name: _____ **Division Number:** _____

Content Area:

Reporting Category:

Aligned Standard of Learning (ASOL) and Bullet, if applicable:

Accommodations:

APPENDIX C, continued

Virginia Alternate Assessment Program

2007- 2008 AFFIDAVIT OF STUDENT PERFORMANCE

Student Information

Student Name: _____ Date of Birth: _____

State Testing Identifier (STI): _____

School Name: _____ School Number _____

School Division: _____ Division Number _____

Subject/Course Submission: _____

Affidavit of Student Performance

I, the undersigned, do attest that all work contained in this Virginia Alternate Assessment Program was performed, to the best of my knowledge, by the student using allowed accommodations as stated in his/her current IEP plan and in the presence of a teacher and/or paraprofessional.

Further, in compiling this evidence with the student and/or on his/her behalf, I did not:

- fabricate, alter, or modify student work samples, products, or data,
- describe student behaviors that provide a negative image of the student,
- provide any accommodations/assistive devices that are not documented in the student's IEP Plan and are not a regular part of the student's daily instruction; nor am I aware that others have provided inappropriate assistance or described student behaviors that provided a negative image of the student.

Signed:

Course Content Teacher Date: _____

Course Content Teacher Date: _____

Special Education Teacher Date: _____

Special Education Teacher Date: _____

Other Date: _____

Other Date: _____

Building Administrator or Designee Date: _____

Virginia Alternate Assessment Program

2007- 2008 COLLECTION OF EVIDENCE SCORING WORKSHEET

School	Division	State Testing Identifier (STI)	Student Last Name	Student First Name	Student MI	Grade	DOB

Content Area	Testing Status (If applicable) (1, 2, 4, 5, 7, 9, 10, 11)	ASOL Reporting Category	Selected ASOL (If applicable, include the bullet, e. g., E-RW 1d)	Student Performance Score (0- 4)
Reading		1 - (E-RW)		
		2 - (E-RC)		
Mathematics		1- (M-NS)		
		2 (M-CE)		
		3 (M-M, M-G)		
		4 (M-PS)		
		5 (M-PFA)		
Science		1 (S-SI, S-R)		
		2 (S-FME, S-M)		
		3 (S-LP, S-LS, S-LFS, S-ES)		
		4 (S-IE, S-EP)		
History and Social Science		1(HS-H)		
		2 (HS-G)		
		3 (HS-C)		
		4 (HS-E)		

NOTES:

*Scores are required for Reading and Mathematics for all grade levels, with the exception of students submitting a Collection of Evidence under remediation recovery.

*Place a line through all boxes for content areas not assessed.

*Enter a Testing Status in the column for a content area when no evidence has been submitted. Do not enter scores for that content area.

APPENDIX C, continued

Virginia Alternate Assessment Program

Teacher Checklist for Collection of Evidence

Teacher Name: _____ Student Name: _____

Division Due Date for VAAP COE: _____

1. Required Evidence: One ASOL per reporting category and one bullet when bullets are present

Reading	Reporting Category	ASOL Defended
<input type="checkbox"/>	1 Use word analysis strategies and information resources	
<input type="checkbox"/>	2 Demonstrate comprehension of printed materials	

Mathematics	ASOL Defended
<input type="checkbox"/> 1 Number and Number Sense	
<input type="checkbox"/> 2 Computation and Estimation	
<input type="checkbox"/> 3 Measurement and Geometry	
<input type="checkbox"/> 4 Probability and Statistics	
<input type="checkbox"/> 5 Patterns, Functions, and Algebra	

Science	ASOL Defended
<input type="checkbox"/> 1 Scientific Investigation and Resources	
<input type="checkbox"/> 2 Forces, Motion, Energy, and Matter	
<input type="checkbox"/> 3 Life Processes and Living Systems	
<input type="checkbox"/> 4 Interrelationships to Earth/Space Systems and Cycles	

History and Social Science	ASOL Defended
<input type="checkbox"/> 1 History	
<input type="checkbox"/> 2 Geography	
<input type="checkbox"/> 3 Civics	
<input type="checkbox"/> 4 Economics	

2. VAAP Content Area Cover Sheet

<input type="checkbox"/>	VAAP cover sheet has been included for each content area within the student's COE
--------------------------	---

3. Affidavit of Student Performance

<input type="checkbox"/>	Signed Affidavit included
<input type="checkbox"/>	Each staff person involved in generating evidence has signed the affidavit (Paraprofessional, OT, PT, SP, etc.). Building Principal has also signed

4. Student Evidence Identification (SEI) Tag

<input type="checkbox"/>	SEI Tags have been placed on every piece of evidence to be scored
<input type="checkbox"/>	Each SEI Tag has been checked to make sure it is identified with the correct ASOL and bullet, as appropriate

5. Division Required Forms

<input type="checkbox"/>	I have included all division required forms in the collection
--------------------------	---

Virginia Alternate Assessment Program

Teacher Checklist for Collection of Evidence

Teacher Name: _____ Student Name: _____

Division Due Date for VAAP COE: _____

6. Evidence

<input type="checkbox"/>	Student's skill and proficiency is clear in the evidence
<input type="checkbox"/>	Evidence does not document developmental progress
<input type="checkbox"/>	Evidence to be submitted represents the student's best work
<input type="checkbox"/>	Evidence to be submitted addresses all the skills listed within the ASOL <u>stem</u> and <u>bullet</u> , as appropriate
<input type="checkbox"/>	ASOL curriculum framework documents have been checked to determine the essential skills and knowledge required by the selected standard http://www.ttaonline.org
<input type="checkbox"/>	Evidence to be submitted identifies any accommodations, supports, and assistive technology devices that are a regular part of the student's daily instruction
<input type="checkbox"/>	Evidence submitted presents a positive image of the student
<input type="checkbox"/>	All student work has been graded (% , grade, amount correct, etc.)

7. Media (Pictures, Audio, Video)

<input type="checkbox"/>	Summary transcriptions of video evidence have been written and are included in the COE
<input type="checkbox"/>	I have placed a SEI tag on all the media evidence
<input type="checkbox"/>	I have checked with the building level administrator to make sure there is a media release signed and on file for this student
Pictures	
<input type="checkbox"/>	All pictures have been captioned (required) to explain the student's proficiency level
Video	
<input type="checkbox"/>	All video clips are short and focus on the skill the student needs to demonstrate the ASOL
<input type="checkbox"/>	All video clips are recorded in the division's required format – check with Division Director of Testing (QuickTime, WMV, MJPG, AVI, MPEG4, ASF, DivX, etc.)
<input type="checkbox"/>	All video clips are saved on the division's required outputs (CD-R, CD-RW, DVD-R, DVD-RW, VHS tapes, DV tapes, etc.)
<input type="checkbox"/>	Videos have been checked to make sure they have been recorded correctly and work on multiple sources
<input type="checkbox"/>	Summary transcriptions of video evidence have been written and are included in the COE
Audio	
<input type="checkbox"/>	All audio clips are short and only focus on the skill the student needs to demonstrate for the ASOL
<input type="checkbox"/>	All audio clips are recorded in the division's required format - check with Division Director of Testing (cassette tapes, mp3, wav, etc.)
<input type="checkbox"/>	Summary transcriptions of audio evidence have been written and are included in the COE

8. Other Recommended Steps

<input type="checkbox"/>	I have shared my collection with fellow teachers for input
<input type="checkbox"/>	Division or school administrator has reviewed my collections for input
<input type="checkbox"/>	I have attended all divisionwide training sessions
<input type="checkbox"/>	I have utilized web VAAP resources included on ttaonline.org
<input type="checkbox"/>	I have collaborated with general education and special education colleagues regarding ASOL, teaching strategies, materials, and procedures for VAAP

APPENDIX C, continued

Virginia Alternate Assessment Program

Administrator Checklist for Collections of Evidence

School: _____ Teacher: _____ Reviewer: _____

Directions: Review each collection of evidence for the information in the table below. Place a (+) if the item is satisfactory and a (-) if the item is unsatisfactory.

Date:	Student 1:	Student 2:	Student 3:	Student 4:	Student 5:
Items to Review:					
Teacher affidavits signed, dated, and inserted in each content area					
VAAP Content Area Cover Sheets have been included for each content area					
All reporting categories for <i>Reading</i> have been addressed:					
1 Use word analysis strategies and information resources	Missing Reporting Categories:	Missing Reporting Categories:	Missing Reporting Categories:	Missing Reporting Categories:	Missing Reporting Categories:
2 Demonstrate comprehension of printed materials					
All reporting categories for <i>Mathematics</i> have been addressed:					
1 Number and Number Sense	Missing Reporting Categories:	Missing Reporting Categories:	Missing Reporting Categories:	Missing Reporting Categories:	Missing Reporting Categories:
2 Computation and Estimation					
3 Measurement and Geometry					
4 Probability and Statistics					
5 Patterns, Functions, and Algebra					
All reporting categories for <i>Science</i> have been addressed:					
1 Scientific Investigation and Resources	Missing Reporting Categories:	Missing Reporting Categories:	Missing Reporting Categories:	Missing Reporting Categories:	Missing Reporting Categories:
2 Forces, Motion, Energy, and Matter					
3 Life Processes and Living Systems					
4 Interrelations in Earth/Space Systems and Cycles					
All reporting categories for <i>History/Social Science</i> have been addressed:					
1 History	Missing Reporting Categories:	Missing Reporting Categories:	Missing Reporting Categories:	Missing Reporting Categories:	Missing Reporting Categories:
2 Geography					
3 Civics					
4 Economics					

APPENDIX C, continued

Virginia Alternate Assessment Program

Administrator Checklist for Collections of Evidence

School: _____ Teacher: _____ Reviewer: _____

	Student 1:	Student 2:	Student 3:	Student 4:	Student 5:
Each piece of evidence to be scored has a SEI Tag attached					
SEI Tags match content areas and reporting categories for all pieces of evidence					
Each SEI Tag contains an ASOL number and bullet, if appropriate					
All photographs are captioned and describe student performance					
All student work submitted has been graded and clearly indicates the student's level of performance					
All electronic media has written transcriptions that detail student performance					
Submitted evidence addresses the essential skills and knowledge required by the ASOLs					
Evidence submitted represents the student's best work					
All division required forms have been included: Required forms 1. 2.					
Critical issues to be resolved before collections are submitted to the Division Director of Testing:					

APPENDIX D

VGLA and VAAP Score Correction Form



Appendix D

Virginia Grade Level Alternative/Virginia Alternate Assessment Program

**REQUEST FOR SPRING 2008
VGLA/VAAP SCORE CORRECTION**

VGLA and VAAP Collections of Evidence are **not** eligible for rescoring. Scores entered in PEMSolutions are eligible for score correction if the scores on the VGLA or VAAP Worksheets are different from the scores entered in PEMSolutions.

School Division: _____ Division/School Code: _____ - _____

Student Name: _____ STI: _____ Grade: _____

DDOT requesting correction: _____ for: ☐ VAAP ☐ VGLA

Content Area(s) _____

Correction request forwarded to Pearson: ☐ NO ☐ YES _____
(Date)

Signature of DDOT: _____ Date: _____

Forward the school division's approved request with a copy of the student's VGLA or VAAP Worksheet and a copy of the *Student Performance Report* to:

Pearson Educational Measurement
Attention: Project Coordinator, Virginia Programs
Fax number: 319-339-6938

REQUESTS FOR SCORE CORRECTION MUST BE RECEIVED BY SEPTEMBER 19, 2008

APPENDIX E

Virginia Alternative/Alternate Assessment Forms



APPENDIX E

Virginia Alternative/Alternate Assessments

2007-2008 Testing Status Assignment Request Form

Check ONLY One: ☐ VGLA ☐ VSEP ☐ VAAP

Administration: ☐ Fall ☐ Spring

After review of student information and testing status criteria for the above alternative or alternate assessment, the following testing status is requested for the student in the content area(s) listed below:

Student Name: _____ Date of Birth _____

State Testing Identifier (STI): _____

School Division: _____ School: _____

Grade Level: _____ Content Area(s): _____

The assignment of the testing status checked below is requested for the student referenced above:

TESTING STATUS CODES	
1 = Absent	
2 = Exempt by IEP Plan or 504 Management Plan	
4 = Medical Emergency	
5 = Refusal	
7 = Inappropriate Assistance	
9 = Student already passed this test	
10 = Other – VDOE Approval	
11 = Other – VDOE Approval	

The following supporting documentation is attached:

____ Official Student Attendance Record

____ Current IEP or 504 Plan

____ Student Performance Report

____ Letter from School Official

____ Incomplete COE

____ Incomplete CWC

____ Letter/Medical Report

Principal

Date

☐ Approved for the following code: _____

☐ Denied for the following reason: _____

Division Director of Testing

Date

APPENDIX E, continued

Virginia Alternative/Alternate Assessments

2007-2008 Do Not Report Request Form

Division Name: _____ **School Name:** _____

Administration: ☐ Fall ☐ Spring

☐ **VGLA (Virginia Grade Level Alternative)**

No. of Students: _____

☐ **VSEP (Virginia Substitute Evaluation Program)**

Date Created: _____

☐ **VAAP (Virginia Alternate Assessment Program)**

Requested By: _____

Student Name	STI#	Grade/Content Area

(Please attach a Justification Statement for each student listed above. Use a separate sheet for any additional students with Name, STI, Grade/Content Area, and Justification Statement.)

Submitted to DDOT: ☐ YES ☐ NO

Submitted to VDOE: ☐ YES ☐ NO

Date Submitted to DDOT: _____

Date Submitted to VDOE: _____

Signature:

Division Director of Testing (DDOT)

Date

OFFICIAL VDOE USE ONLY

DNR#	STI#	Approved/Denied	Rationale Statement (if Denied)

DNR - Do Not Report

Signature:

Review Panel Chairperson
Virginia Department of Education

Date

Virginia Alternative/Alternate Assessments

2007-2008 Do Not Report Request Form

Division Name: _____

School Name: _____

Rationale Statement

Please provide a rationale and supporting documentation why the division has determined that the scores for each individual student listed on the *Do Not Report Form* should not be reported.

Scoring Event Coordinator

Date

Building Administrator

Date

Division Director of Testing

Date

Property of the Virginia Department of Education

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